

A photograph of the University of Florida campus. In the center, the tall, red brick clock tower stands prominently, partially framed by large, leafy trees. The foreground is filled with vibrant pink azalea flowers and green foliage. The sky is bright blue, and the sun is visible in the upper right corner, creating a lens flare effect. A white text box is overlaid on the top portion of the image.

**UF** College of Public Health  
& Health Professions  
UNIVERSITY of FLORIDA

# Applied Practice Experience (APE) Handbook for the Master of Public Health Program

# Applied Practice Experience Handbook 2020 – 2021

*University of Florida College of Public Health and Health Professions*

## Guidelines for the Applied Practice Experience in the Master of Public Health

In this handbook, MPH students, preceptors, and mentors will find information related to approval forms, MPH competencies, and processes, from the University of Florida Master of Public Health graduate program.

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## Contents

Introduction .....	4
Competencies Expected of MPH Students.....	5
MPH Core Competencies and Learning Experiences.....	5
Program Concentration Competencies .....	5
Portfolio Products Overview .....	6
Rubrics and Evaluation.....	7
The Special Role of the Preceptor .....	15
Roles and Responsibilities of Preceptors .....	16
Student.....	17
Master of Public Health Program and Faculty.....	18
Institutional Review Board .....	18
APE Syllabus .....	21
Forms .....	33
Frequently Asked Questions .....	34

## Introduction

Every year, almost 100 students in the Master of Public Health (MPH) Program at the University of Florida serve as interns in public health agencies and related organizations. Applied practice experiences provide opportunities to apply skills and knowledge learned in the classroom to the real world of public health. And these applied experiences, in turn, strengthen our students' competencies in the key activities of our field.

We are very fortunate to work with a growing number of agencies and organizations in the development of Applied Practice Experience (APE) and internship opportunities for our students.

This *APE Handbook* serves as a guide to the APE. As this is a new initiative, some changes may emerge in the future. As they do, the handbook will be updated. The most recent version of the handbook will always be available at our website: [www.mph.ufl.edu](http://www.mph.ufl.edu).

*The Special Role of the Preceptor*, begins on page 6. This section addresses many of the specific issues and questions that our preceptors have posed to us during the past five years. The final three sections provide information that is likely to be helpful to all students and preceptors: relevant course syllabi, guidelines for APE and internships and the forms that students and preceptors are asked to complete.

We hope this handbook is helpful to you. If you have suggestions or questions, please feel free to contact us.

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## **Competencies Expected of MPH Students**

All students in the MPH Program are expected to master a set of public health competencies during the course of their studies. Per the CEPH 2016 Accreditation Guidelines, the MPH Foundational Competencies “are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health service administration and environmental health sciences), as well as cross-cutting and emerging public health areas.” Learning objectives for the five MPH core courses were selected to contribute to the competencies. The learning objectives also reflect the topics that will be covered in the Certification in Public Health examination, which students are encouraged to take after graduation from the program. Additional competencies specific to each concentration were developed by the faculty, based on standards in the field.

### **MPH Core Competencies and Learning Experiences**

Graduates of the MPH degree program are expected to be grounded in the following Foundational Public Health knowledge:

#### Profession & Science of Public Health

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

#### Factors Related to Human Health

7. Explain effects of environmental factors on a population’s health
8. Explain biological and genetic factors that affect a population’s health
9. Explain behavioral and psychological factors that affect a population’s health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

### **Program Concentration Competencies**

Each concentration offers a unique curriculum of courses designed to assure that students gain the skills necessary to become competent practitioners. Click below for more information about each concentration and the competencies specific to each

concentration.

[Biostatistics Competencies and Learning Experiences](#)

[Environmental Health Competencies and Learning Experiences](#)

[Epidemiology Competencies and Learning Experiences](#)

[Population Health Management Competencies and Learning Experiences](#)

[Social and Behavioral Sciences Competencies and Learning Experiences](#)

\*Public Health Practice students may have a blend of the five concentrations above

### **Portfolio Products Overview**

Examples of Portfolio Products include but are not limited to:

- Brochure
- Curriculum
- Dashboard user guide
- Data Extraction
- Collection & Analysis Report
- Data analysis results or output
- De-identified data set
- Evaluation or evaluation plan
- Fact sheet for a target audience
- Health Resource Booklet
- Health Communications
- Plan Key informant interview summary report
- Facilitating intervention (link to video)
- Link to webpage designed by student
- Literature review
- Monitoring & Evaluation Tool Development
- Multi-media presentations
- Policy Analysis
- PowerPoint Presentation
- Program/Project Management Plan
- Quality Improvement Plan
- Training guide/manual
- Manuscript
- Research Study Proposal
- Risk Assessment Analysis Report
- Spreadsheets
- Standard Operating Procedures
- Statistical Analysis Plan
- Survey or data collection tool
- Written report

## Rubrics and Evaluation

### MPH APE Rubric - Paper Definition

A *paper* is a written work of specified length on a topic, in one of several forms, e.g., research paper, position paper, essay, article, story, poem, script, libretto, etc.

### Description and Use

This rubric has been adapted from UF Quest for use assessing papers produced during APE, with the full understanding that not all APE will result in a paper.

Faculty should translate their assessment of one or more selected student papers assigned into the levels of achievement described in the rubric. The language in this rubric is intentionally broad and designed to be applied to multiple types of papers from a wide variety of assignments and concentrations. The first four criteria – content, clarity and organization, expression, and critical thinking/synthesis of ideas – represent the universal components of papers written in the Masters of Public Health context. The fifth criterion, reflection, is a unique component, where students connect their learning experience from APE to their personal and professional growth within the MPH program.

### Glossary

The definitions that follow were developed by the UF Quest Assessment Task Force to clarify terms and concepts used in this rubric.

- *Audience*. A group for whom a work is intended and presented.
- *Conclusion*. A synthesis of key findings or experiences drawn from observation, research, or evidence.
- *Context of the work*. The circumstances that form the setting and/or parameters of a written work, performance, production, or project, including but not limited to format (e.g. digital, print, recording), methodology, subject matter, and course expectations.
- *High quality evidence*. Quantitative or qualitative evidence (e.g., data, theories, ideas, analyses) drawn from respected, established sources, and/or directly observed, recorded, and validated.
- *Learning experience*. Any interaction or engagement with the UF Quest delivered curriculum in which learning takes place, whether it occurs in traditional academic settings or nontraditional settings, or whether it includes traditional educational interactions or nontraditional interactions.
- *Logical*. Of or according to the principles of logic or formal argument; characterized by or capable of clear, sound reasoning.
- *Purpose*. The reason for or aim of the work.
- *Rationale*. A set of reasons or a logical basis for a course of action or a particular belief.
- *Scope*. The extent of the breadth or range of the area covered in the work.

## Paper Rubric

Criteria		4	3 (Target)	2	1
Content	<b>Content</b> <i>Appropriate and substantial to cover the purpose and scope</i>	Thoroughly addresses all key concepts appropriate for the purpose and scope. Information is accurate and supported by ample, appropriate, high quality evidence.	Addresses key concepts appropriate for the purpose and scope. Information is accurate and sufficiently supported by appropriate evidence.	Does not fully address key concepts or is missing a key concept appropriate for the purpose and scope. Some information is missing, and/or not adequately supported by appropriate evidence.	Does not adequately address key concepts appropriate for the purpose and scope. Frequently information is missing and/or not adequately supported by appropriate evidence.
	<b>Critical Thinking</b> <i>Analyzes and evaluates issues, evidence, and diverse sources to form a conclusion (judgment or new idea)</i>	Conclusions are insightful or provide a unique viewpoint. Evidence provides rationale for the conclusion and is comprehensive-covers diverse viewpoints, and includes a powerful evaluation of context, perspectives of self and sources, and limitations.	Conclusions are logical and address all important ideas. Evidence provides rationale for the conclusion, covers multiple viewpoints, and includes an adequate evaluation of context, perspectives of self and sources, and limitations.	Conclusions are logical and address the most important ideas. Lacks incorporation of a key perspective or adequate evaluation thereof.	Conclusions may be logical but not necessarily focused on primary ideas. Lacks incorporation of some key perspectives or adequate evaluation thereof.
	<b>Clarity and Organization</b> <i>Logical, clear and cohesive flow of ideas including all needed components (purpose and scope, methods, results, conclusions, referencing, etc.)</i>	Integrates all necessary components to create a compelling work that is logical, clear, cohesive, and focused.	Integrates all necessary components to create a logical, clear and cohesive flow of ideas.	The paper may include all necessary components, but they are not fully developed or presented logically, diminishing clarity and cohesion of some ideas.	Ideas are not presented separately, lack a logical flow, or are sometimes ambiguous or non-specific. The assigned style is not addressed or so inconsistent that it impedes the reader.
	<b>Expression</b> <i>Expression and style represent the student's voice, demonstrate respectful discourse, and are appropriate for the context of the work</i>	Expression and style choices powerfully convey the writer's intentions. Discourse illustrates the appropriate style while showcasing the student's unique voice and demonstrating respectful discourse in an engaging way.	Expression and style choices convey the writer's intentions clearly. Discourse illustrates the appropriate style while reflecting the student's voice and demonstrating respectful discourse.	Expression and style choices do not fully convey the writer's intentions. Discourse inconsistently illustrates appropriate style while reflecting the student's voice and demonstrating respectful discourse.	Expression and style choices impede the writer's intentions and do not demonstrate respectful discourse and the context of the work.
	<b>Reflection</b> <i>Connects the learning experience to the student's intellectual, personal, and professional development at UF and beyond</i>	A thoughtful, profound, and insightful connection of the learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A basic connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A partial and incomplete connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	Provides a superficial connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.

## MPH APE Rubric – Presentation

### Definition

A *presentation* is a speech, talk, or digital communication in which a new product, idea, or piece of work is shown and explained to an audience.

### Description and Use

This rubric has been adapted from UF Quest for use assessing presentations produced during APE, with the full understanding that not all APE will result in a presentation.

Faculty should translate their assessment of one or more selected student presentations assigned into the levels of achievement described in the rubric. The language in this rubric is intentionally broad and designed to be applied to multiple types of presentations from a wide variety of assignments and concentrations. The first four criteria – delivery, organization, content, and materials – represent the universal components of presentations given in the Masters of Public Health context. The fifth criterion, reflection, is a unique component, where students connect their learning experience from APE to their personal and professional growth within the MPH program.

### Glossary

The definitions that follow were developed by the UF Quest Assessment Task Force to clarify terms and concepts used in this rubric.

- *Audience*. A group for whom a work is developed and/or intended and to whom it is delivered.
- *Audience understanding*. The listener/observer's comprehension of a presenter's content, objectives, and/or intent.
- *Elegant*. Refers to presentations that are concise, clear, and refined.
- *Meaning*. An important, worthwhile quality of implied or explicit significance.
- *Sophisticated*. Displays knowledgeable and adept use of methods and/or resources to convey content, objectives, and/or intent.

## Presentation Rubric

Criteria		4	3 (Target)	2	1
Content	<b>Content</b> <i>Demonstrates knowledge of the topic presented, balances depth and breadth effectively</i>	Knowledge presented is relevant and exceeds and/or enhances the course material. Content reflects breadth and depth of knowledge in the topic area that exceeds expectations.	Knowledge presented reflects course material adequately. Content presented reflects the expected level of depth and breadth.	Knowledge presented reflects some gaps in knowledge of course material. Content reflects limited breadth or depth.	Knowledge presented reflects major gaps in knowledge of course material. Content is superficially represented, incomplete, and/or unrelated to the topic.
Critical Thinking	<b>Materials</b> <i>Selects appropriate media/physical/tools engage audience, materials, and technology to effectively convey the topic message</i>	Media and materials are ideally suited to convey the topic message, balanced throughout the presentation, and facilitates audience engagement.	Media and materials are appropriate for the topic message, are balanced, and maintain audience engagement.	Media or materials sometimes distracts from audience engagement or the message.	Did not leverage media and materials for audience engagement or message delivery.
Communication	<b>Delivery</b> <i>Effective communication that facilitates audience understanding of the topic</i>	Elegant, sophisticated and articulate oral/written communication, facilitating audience understanding of the topic. Eye contact, gestures and body language are nuanced to enhance meaning and keep the audience engaged.	Oral and written communication is clear and effective in facilitating audience understanding of the topic. Eye contact, gestures, and body language convey meaning and help hold audience attention.	Oral and written communication is occasionally unclear and limits audience understanding of the topic. Eye contact, gestures, and body language hinder the audience's attention or meaning-making.	Oral and written communication is inappropriate and/or ineffective for facilitating audience understanding of the topic. Eye contact, gestures, and body language prevent the audience from understanding the message.
Communication	<b>Organization</b> <i>Logical sequence and structure maximize desired audience outcomes</i>	Exceptional sequencing and/or innovative structure maximizes audience understanding.	Appropriate sequencing and structure facilitate audience understanding.	Lapses in sequencing and structure limit audience understanding.	Sequencing and structure prohibit audience understanding.
Connection	<b>Reflection</b> <i>Connects the learning experience to the student's intellectual, personal, and/or professional development at UF and beyond</i>	A thoughtful, profound, and insightful connection of the learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A basic connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A partial and incomplete connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	Provides a superficial connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.

## MPH APE Rubric - Project

### Definition

A *project* is a planned undertaking; in the MPH APE context, this is usually in the form of a deliverable agreed upon with the preceptor and faculty advisor as a response to a task or problem engaged in by student.

### Description and Use

This rubric has been adapted from UF Quest for use assessing projects produced during APE, with the full understanding that not all APE will result in a project.

Faculty should translate their assessment of one or more selected student projects assigned into the levels of achievement described in the rubric. The language in this rubric is intentionally broad and designed to be applied to multiple types of presentations from a wide variety of assignments and concentrations. The first four criteria – relevance, synthesis, planning and execution, and dissemination – represent the universal components of projects undertaken in the Masters of Public Health context. The fifth criterion, reflection, is a unique component, where students connect their learning experience from APE to their personal and professional growth within the MPH program.

### Glossary

The definitions that follow were developed by the UF Quest Assessment Task Force to clarify terms and concepts used in this rubric.

- *Audience*. A group for whom a work is developed and/or intended and to whom it is delivered.
- *Conclusions*. A synthesis of key findings drawn from research or evidence.
- *Integrate*. Connect to and/or synthesize results with course content knowledgeably and effectively.
- *Meaningful*. For an individual, that which is deemed important, worthwhile, significant, and/or purposeful.
- *Significant*. Of importance or consequence. In statistics, of or relating to observations that are unlikely to occur by chance and that therefore indicate a systematic cause.
- *Significant or challenging issue*. A social or disciplinary topic, problem or imperative that is important, relevant, and/or difficult.

## Project Rubric

Criteria		4	3 (Target)	2	1
Content	<b>Relevance</b> <i>Addresses a significant or challenging issue</i>	The project defines clearly the question or challenge it addresses and supports its relevance with significant, compelling sources.	The project defines the question or challenge it addresses and supports its relevance with adequate sources.	The project marginally defines the question or challenge it addresses and supports its relevance with minimal sources.	The project minimally addresses a question or challenge.
Critical Thinking	<b>Synthesis</b> <i>Integrates findings with diverse sources to support conclusions</i>	Data collection and analysis is significant. The project results are integrated meaningfully with the course content. Conclusions are clear and well supported with multiple worldviews, showing appreciation for diverse contributions.	Data collection and analysis is adequate. The project results are integrated suitably with the course content. Conclusions are adequately supported with more than one worldview, showing respect for diverse contributions.	Data collection and analysis is minimal. The project results are integrated marginally with the course content and conclusions are weak or supported by limited worldviews.	The data collected and analyzed is insufficient or missing. Disjointed representation of project findings with minimal reflection of impact at any level. Limited connection to or exploration of academic and community perspectives.
Communication	<b>Planning and Execution</b> <i>Purpose and scope have relevance and are addressed in an achievable development process and timeline</i>	The project purpose and scope arise from a significant or challenging issue presented in the course. Project design is clear, sequential, and builds in regular review processes to ensure that it can be achieved within the time period allotted.	The project purpose and scope arise from a recognized issue presented in the course. Project design is clear, sequential, and should be achievable within the time period allotted.	The project purpose and scope arise from an area marginally related to the course. Project design is weak, and the project timeline and/or sequence is questionable and may not lead to project completion.	The project purpose and scope are unrelated to the course. The project design is deeply flawed or incomplete. The project timeline will not lead to project completion.
Communication	<b>Dissemination</b> <i>Prepares and shares findings and conclusions effectively</i>	Project details and results are prepared for dissemination in multiple formats designed to reach class members and all interested audiences. Formats convey the project details, results and conclusions in creative, unique, and/or elegant ways.	Project details and results are prepared for dissemination in a format designed to reach the intended audience. Formats convey the project details, results, and conclusions in appropriate ways.	Project details and results are prepared for dissemination in a format that is minimally effective for the appropriate audience. The format marginally conveys the project details, results and conclusions.	Dissemination format is ineffective for the intended audience. The format fails to convey the project details, results and conclusions.
Connection	<b>Reflection</b> <i>Connects the learning experience to the student's intellectual, personal, and professional development at UF and beyond</i>	A thoughtful, profound, and insightful connection of the learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A basic connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A partial and incomplete connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	Provides a superficial connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.

## MPH APE Rubric – Reflection

### Definition

A *reflection* is a written or recorded statement arising from serious thought, consideration, examination, and/or exploration of how the writer has changed, developed, or grown from experience or interaction with some subject matter, idea, or purpose. For the MPH APE, reflections describe how student’s *lived* curriculum (what has been learned to date) and the student’s experience with the *delivered* curriculum (the volunteer practical experience activities) connect to the growth and development of their core and concentration competencies and, by extension, their future plans and goals (adapted from Yancey, 1998). Essential to the reflection process is *meaning-making* - the process of how people construe, understand, or make sense of life events, relationships, and the self. Ignelzi (2002, December 15) advises: “Meaning-making, the process of how individuals make sense of knowledge, experience, relationships, and the self, must be considered in designing college curricular environments supportive of learning and development.” (p. 5).

### Description and Use

This rubric has been adapted from UF Quest for use assessing reflections produced during APE. The UF Quest Assessment Task Force developed the rubric with the assumption that the reflection assignment is appropriate course learning experiences. The rubric adopted by the MPH program as a tool for assessing the metacognitive experiences of MPH students as they produce artifacts to document and describe their APE, particularly their volunteer practical experience activities.

Faculty should translate their assessment of one or more selected student reflections the student has submitted within their portfolio into the levels of achievement described in the rubric. The language in this rubric is intentionally broad and designed to be applied to reflections from a wide variety of artifacts and outcomes. The four criteria –relevance, synthesis, dissemination, and connection – represent the universal components of reflections.

### Glossary

The definitions that follow were developed by the UF Quest Assessment Task Force to clarify terms and concepts used in this rubric.

- *Audience*. A group for whom a work is developed and/or intended and to whom it is delivered.
- *Delivered curriculum*. The curriculum that is planned and taught by the faculty. Adapted from Yancey, K. B. (1998).
- *Learning experience*. Delivered curriculum topics about the human condition and/or society challenges.
- *Life relevance*. Occurs when learning experiences are connected in some way to real-world issues, problems, and contexts.
- *Lived curriculum*. The total of what students have learned to date. Adapted from Yancey, K. B. (1998).
- *Meaning-making*. How individuals make sense of knowledge, experience, relationships, and the self. (Ignelzi, M. (2002, December 15). M
- *Personal relevance*. Occurs when learning is connected to an individual student's interests, aspirations, and life experiences.
- *Relevance*. The quality or state of being closely connected or appropriate.

## Reflection Rubric

Criteria		4	3 (Target)	2	1
Content	<b>Relevance</b> <i>Describes and explains the learning experience and its personal relevance.</i>	A detailed and thorough description and explanation of the experience and its personal relevance.	A basic explanation of the experience and its relevance.	A partial description of the experience and its relevance.	An inconsistent or contradictory description of the experience and its relevance.
Critical Thinking	<b>Synthesis</b> <i>Analyzes, evaluates, and synthesizes the learning experience to advance personal understanding</i>	An insightful and perceptive analysis of the learning experience and its value to the student's personal and professional growth.	A basic analysis of the learning experience and its value to the student's personal and professional growth.	A minimal and/or indifferent analysis of the learning experience and its value to the student's personal and professional growth.	A superficial and/or disengaged analysis of the learning experience and its value to the student's personal and professional growth.
Communication	<b>Dissemination</b> <i>Clearly and respectfully conveys the meaning and relevance of the learning experience.</i>	A clear, compelling, respectful, and effective communication of the meaning of the experience in a manner that intentionally conveys the significance and relevance of the experience.	A respectful and effective communication about the experience in a manner that conveys the general significance and relevance.	A basic communication of the meaning of the experience in a manner that minimally conveys the significance and relevance of the experience.	A disorganized communication of the meaning of the experience in a manner that conveys unclearly or misrepresents the significance and relevance of the experience.
Connection	<b>Connection</b> <i>Connects the learning experience to past learning and/or to the student's intellectual, personal, and professional growth.</i>	A thoughtful, profound, and insightful connection of the student's course learning experiences to previous learning and/or the student's intellectual, personal, and professional growth.	A basic connection of the student's course learning experiences to previous learning and/or the student's intellectual, personal, and professional growth.	A partial and incomplete connection student's course learning experiences to previous learning and/or the student's intellectual, personal, and professional growth.	Provides a superficial connection student's course learning experiences to previous learning and/or the student's intellectual, personal, and professional growth.

## The Special Role of the Preceptor

Preceptors play a critical role in the education of MPH students. They have the knowledge and experience to guide students to new opportunities and to demonstrate how skills introduced in the classroom are implemented in the real world. Preceptors for MPH students have:

- A working knowledge and practical experience in the project areas assigned to the student
- Substantial experience in the agency or organization
- An interest in and commitment to helping a graduate student
- Time to commit to mentor a student

In this section, we describe some of the ways in which preceptors have contributed to successful student experiences and we identify roles and responsibilities of preceptors, students, and the MPH Program.

### *APE:*

The Applied Practice Experience (APE) encompasses both **internship** and **public health service hours** (PHS). MPH students in the 48 credit hour program are required to complete 150 hours of internship, in addition to another 50 hours of Public Health Service (PHS) hours to be completed as internship or as volunteer and other applied practice experiences for a combined total of 200 hours. Students may complete their public health service hours at any time during the MPH program. Public health service hours are pre-approved by the Internship Coordinator and students are required to log their hours and write a critical reflection of the volunteer experience that describes a measurable objective for the experience, whether the objective was met and how the experience contributed to a specific competency. MPH students in the 42-credit program are required to complete 150 internship hours however, they are not required to complete PHS hours. Per the 2016 CEPH Accreditation Guidelines, “Applied practice experiences may involve governmental, non-governmental, non-profit, industrial and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.” The internship may include many projects and other activities selected to strengthen the competence of the individual student.

## Suggestions for Successful APE Internship Experiences

### *Work together to develop an internship*

One of the first tasks that preceptors carry out with students is the development of objectives that will assist the student in strengthening public health competencies while meeting the organizational needs of the preceptor and agency. Since students in the Public Health Practice concentration select competencies from two or more other concentrations, they usually

engage in internship experiences that are common across their selected concentrations. Faculty advisors help students and preceptors identify these activities.

#### *Focus on competencies to be strengthened during the internship*

Reviewing the student's portfolio at the beginning of the internship to assess which competencies students still need to develop or strengthen helps to keep all parties on task.

#### *Be familiar with internship requirements*

The internship conducted by the student must meet the requirements of the course syllabus on the MPH website at [www.mph.ufl.edu](http://www.mph.ufl.edu). If there are special issues regarding the internship, such as confidentiality concerns that might prevent the student from presenting proprietary data, please contact the student's faculty advisor to discuss the issues and how to address them.

#### *Arrange an orientation to the agency*

Properly introducing the student to the agency or organization is crucial to the overall success of the internship. Beginning with an orientation, the preceptor provides the environment in which the student can gain confidence in his or her ability to perform successfully as a public health practitioner.

#### *Find the right pace*

Frequently, the preceptor and the student are working together for the first time during the internship. A thoughtful assessment of the student's abilities helps to avoid assigning too much responsibility too soon or withholding responsibilities that they may be able to complete.

#### *Schedule regular meetings*

Regular meetings in which the student updates the preceptor on progress and identifies any problems or issues are key to successful internships. Students are required to maintain a log of hours and internship assignments. This log can be signed weekly or monthly by the preceptor to assure that not only the hour requirement for the internship is met but that the student is on track with previously established goals and objectives.

#### *Contact the MPH Program*

Communication is key. Questions will arise, many of which can be handled with a quick phone call or email. Don't hesitate to contact the MPH Internship Coordinator or the student's faculty advisor to discuss any issue that may arise.

### **Roles and Responsibilities of Preceptors**

*Prior to placement, the preceptor should:*

- Identify a project or set of projects for a student to complete. Sample assignments are located in the Guidelines section of this handbook.
- Interview interested student(s) who contact you. If the student appears to be a match for the agency, confirm placement with them.

- Review the student's portfolio and discuss competencies that the student will work to develop during the course of the internship.
- Review the student's Internship Proposal Form to be sure you and the student agree on the projects and work assignments to be completed.
- If you are in agreement, sign the form so the student can register for the course. The form will also be signed by the MPH Internship Coordinator and the student's faculty advisor. You will receive an electronic copy of the form once it has been approved.

*Once the placement has been made, the preceptor should:*

- Arrange a schedule with the student that will allow completion of required hours.
- Give the student an orientation to the site early in the field experience. This will assist in a smooth transition into the site and optimize the use of available resources.
- Provide adequate office space and office materials for the student if necessary.
- Explain to the student your expectations of their conduct. The areas of dress, conduct, scheduling of hours, and general characteristics of the Internship should be discussed.
- Allow sufficient time for supervision and instruction in the form of routine interactions.
- Guide the student in his or her next steps throughout the project as needed and ask to review work periodically.
- Provide the student with constructive feedback.
- Afford the student the time and patience needed for an optimal learning experience.
- Keep a record of the student's progress, hours at the site, and copies of their work.
- The preceptor should provide constructive feedback privately to the student.
  - Feedback should be specific and timely, based on observation of behavior and skills.
  - Feedback should include descriptions of specific behaviors with both positive and negative statements.
  - In the event that the preceptor and student cannot resolve an issue, the MPH Internship Coordinator and the student's faculty advisor should be contacted.
- Complete the final evaluation of the student.

### **Student**

The student is responsible for choosing an internship of interest and for contacting the potential agency/preceptor. Once a placement has been made, the student is expected to:

- Function as a professional: This should be reflected in projects and activities performed by the student as well as relationships with the preceptor, other agency staff, etc.

- Be professional in appearance, both in dress and conduct.
- Adhere to the schedule predetermined with the preceptor.
- Notify the preceptor if there is a possibility of being late or absent.
- Practice professional courtesy when communicating with clients and other health professionals.
- Clearly identify themselves as a student when interacting with the public or with other health professionals.
- Report directly to the preceptor: The relationship between the student and the preceptor should be one of student-teacher rather than employer-employee or co-workers. The student-teacher relationship should be built on mutual respect, trust, communication, and understanding
- Complete an evaluation of the agency/preceptor at the end of the experience.
- Communicate concerns and problems to the preceptor and the MPH Internship Coordinator.
- Fulfill the learning goals, course objectives, and assignments.
- Follow agency policies and procedures (including policies on confidentiality, documentation, dress code, etc.).
- Initiate a three-way conversation among student, preceptor, and faculty advisor to assess the progress of the Internship and preparation of the final written and oral reports. This can be done by conference call or meeting.

#### **Master of Public Health Program and Faculty**

- Assist the student in clarifying educational goals and competencies to be strengthened by the placement.
- Assist the student in selecting potential sites for the field experience.
- Arrange affiliation agreements.
- If needed, guide students through the IRB process via presentations and individual assistance.
- Respond to the needs of the student and preceptor during the placement and provide consultation to students and preceptors upon request.
- Maintain regular communication with preceptors and students during the course of the internship.

#### **Institutional Review Board**

Institutional Review Boards exist to protect human subjects from physical, emotional and economic harm; assess research risk as regards to benefit to the subject and research methodology; and assure University compliance with federal regulations. IRB review is mandatory for all students who go through the internship process, unless it can be agreed upon by the student, the preceptor, and the faculty advisor that it is not necessary. Students are expected to submit to the University's appropriate IRB office for review before

beginning their internship.

**Research:** A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

Examples of Research:

- Researching health trends within a population
- Investigating environmental hazards related to a potential public health risk
- Evaluating the effectiveness and quality of a population-based health service
- Doing statistical analysis of a data set looking at cancer anomalies
- Testing and adapting a data collection method

**“Human” subject:** A living individual about whom an investigator obtains either data through intervention or interaction with the individual; or identifiable private information.

**“Protected Health Information”:**

Protected Health Information (PHI) is subject to federal privacy regulations. PHI is defined as health information about a patient that relates to the patient’s past, present, or future physical or mental health, the provision of health care, or the payment for health care, and identifies the patient or could reasonably be expected to identify the patient. Some examples include: name, telephone numbers, medical record numbers, full face photographic images, and biometric identifiers. Students are encouraged to work with their Faculty Advisor and a preceptor to determine what type of IRB review is necessary. The IRB homepage is located at <http://irb.ufl.edu>. Please refer to the table below for IRB contact information.

<p><b>IRB – 01 Gainesville Health Science Center</b>            Human Subject Research            North Florida/South Georgia Veteran’s Health System            Shands Health Care and Clinics            Voice: (352) 273-273-9600            Fax: (352) 273-9614            E-mail: <a href="mailto:ufirb-l@lists.ufl.edu">ufirb-l@lists.ufl.edu</a>            Web: <a href="http://irb.ufl.edu/irb01">http://irb.ufl.edu/irb01</a></p>	<p><b>IRB – 03 Jacksonville Health Science Center</b>            Voice: (904) 244-9427            Fax: (904) 244-9035            E-mail: <a href="mailto:IRBSubmission@jax.ufl.edu">IRBSubmission@jax.ufl.edu</a>            Web: <a href="http://www.hscj.ufl.edu/irb/">www.hscj.ufl.edu/irb/</a></p>
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<p><b>IRB – 02 UF Campus IRB</b> Behavioral/Nonmedical Research Voice: (352) 392-0433 Fax : (352) 392-9234 E-mail: <a href="mailto:irb02@ufl.edu">irb02@ufl.edu</a> Web: <a href="http://irb.ufl.edu/irb02">http://irb.ufl.edu/irb02</a></p>	<p><b>Institutional Animal Use and Care Committee</b> IACUC: Non-Human Animal Research Institutional Animal Care &amp; Use Committee Voice: (352) 273-9535 Fax: (352) 273-9538 E-mail: <a href="mailto:iacuc@research.ufl.edu">iacuc@research.ufl.edu</a> Web: <a href="http://www.iacuc.ufl.edu/">http://www.iacuc.ufl.edu/</a></p>
<p><b>Quality Improvement/Quality Assurance</b> Quality Improvement Performance Registry (QIPR) Behavioral/NonMedical Research Voice: (352) 265-0002 Fax : (352) 392-9234 Web: <a href="https://qipr.ctsi.ufl.edu/approver/">https://qipr.ctsi.ufl.edu/approver/</a></p>	

**APE Syllabus**  
**University of Florida**  
**College of Public Health & Health Professions**  
**PHC 6941: MPH Applied Practice Experience - Internship (3 to 6 credit hours)**  
**Spring 2020**  
**Delivery Format: At selected Public Health Agency or Organization**  
**Course website: E-Learning in Canvas**

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Instructor Name:  
Room Number:  
Phone Number:  
Email Address:  
Office Hours:  
Preferred Course Communications (e.g. email, office phone):

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### **PREREQUISITES**

Completion of core courses; Permission of MPH Program

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### **PURPOSE AND OUTCOME**

#### **Course Overview**

The Applied Practice Experience (APE) encompasses both **internship** and **public health service hours** (PHS). Internship provides an opportunity for each student to work in a public health setting. Students in internship will have the ability to work with preceptor supervision to apply public health competencies acquired in the classroom setting to public health practice through experiential activities.

#### **Relation to Program Outcomes**

CEPH 2016 Accreditation Criteria - D5. MPH Applied Practice Experiences. "MPH students demonstrate competency attainment through applied practice experiences."

The Foundational Competencies are as follows:

#### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

**Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

**Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

**Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

**Leadership**

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
18. Select communication strategies for different audiences and sectors

**Communication**

19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

**Interprofessional Practice**

21. Perform effectively on interprofessional teams

**Systems Thinking**

22. Apply systems thinking tools to a public health issue

### Course Objectives and/or Goals

Upon completion of this course, students will be able to:

1. Apply public health theory and concepts to practical issues and scenarios in a public health agency setting
2. Contribute to tasks in a professional manner
3. Demonstrate attainment of at least five Public Health Competencies, of which at least three must be Foundational Competencies (see above) and two must be concentration competencies (see MPH handbook), through the development of two portfolio products
4. Justify in writing how the two portfolio products demonstrate attainment of the selected competencies
5. Accept constructive feedback from the public health agency preceptor

### Course Structure

Students in the MPH program are required to apply course content to practice experiences throughout their time in the program. MPH students are required to complete **150** hours of internship in addition to another **50** public health service hours (PHS) to be completed as internship or as volunteer and other applied practice experiences for a combined total of **200** hours. Students may complete PHS hours at any time during the MPH program but these typically are completed prior to their final semester. PHS hours are pre-approved by the Internship Coordinator and students are required to log their hours and write a critical reflection of the volunteer experience that describes a measurable objective for the experience, whether the objective was met and how the experience contributed to a specific competency.

Options for gaining Public Health Service Hours are as follows:

- Participation in Interprofessional Learning in Healthcare (**10 HRS; required for all MPH students**)
- Participation in Afternoon of Learning (**3 HRS**)
- Common Reader Book Discussion (**2 HRS**)
- Experiences gained through a public health service learning course or public health study abroad course, public health service and volunteer activities organized by a student association, participation on a Putting Families First team, participation in the Clarion Competition, participation in the Global Health Case Competition, attending a city or county agency meeting when a public health issue is on the agenda, serving as a board member for a public health agency, and **other experiences as approved by the MPH Internship Coordinator.**

The PHC 6941 Applied Practice Experience course should be taken in the final semester of the MPH program. This is when the student completes their internship hours. 150 hours of internship are required for all MPH students. During internship students must create at least two portfolio products that demonstrate achievement of at least five Public Health Competencies, of which at least three must be Foundational Competencies (see above, and MPH handbook) and two must be concentration competencies (see MPH handbook for concentration competencies). These two portfolio products must be uploaded to the internship course in the final semester and will be graded by the faculty advisor. In addition, student must upload documentation of internship and PHS hours, factual reports of PHS experiences, and student evaluations of the internship site and the faculty advisor. All of the applied practice experiences (both PHS and internship) will be documented in the Student E-Portfolio See grading rubric below for details on these elements.

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**DESCRIPTION OF COURSE CONTENT**
**Course Policy and Procedures:**

It is the student's responsibility to identify and request approval for opportunities that count toward the required internship and PHS hours. The MPH program will work to identify potential internship and PHS experiences and share those opportunities with students. A list of previous internship sites can be acquired from the internship coordinator.

**Internship Preparation**

<b>Throughout the Program</b>		
<b>Student</b>	<b>Faculty Advisor</b>	<b>Internship Coordinator</b>
Complete required PHS hours as needed; seek approval from internship coordinator on potential PHS opportunities before taking part		Identify and communicate program-approved PHS activities; Review and approve requests for PHS activities
Complete e-folio. Track and publish PHS hours and PHS factual reports via e-folio in addition to uploading CV/resume and academic and career related information		Verify completion of PHS hours and provide feedback on e-folio content and
<b>Two Semesters Prior to PHC 6941 Applied Practice Experience registration</b>		
<b>Student</b>	<b>Faculty Advisor</b>	<b>Internship Coordinator</b>
Schedule appointment with faculty advisor to discuss internship	Respond to student's request in an appropriate amount of time	Provide overview of internship
Arrange interview/meeting with potential internship sites	Provide guidance and recommendations to student on internship	Answer student questions regarding internship
<b>Semester Prior to PHC 6941 Applied Practice Experience registration</b>		
<b>Student</b>	<b>Faculty Advisor</b>	<b>Internship Coordinator</b>
Submit internship questionnaire with Faculty Advisor signature no later than 2 weeks after the first day of classes	Provide signature for internship questionnaire	Answer student questions regarding internship
Establish internship site	Verify the internship site is appropriate for the student (i.e.	Coordinate signatures for affiliations agreements if needed

	is it a public health establishment?)	
Submit internship proposal to Faculty Advisor no less than 2 weeks before deadline for Faculty Advisor's review	Review and provide feedback on proposal and work plan as needed	
Once the proposal has been approved by faculty advisor and preceptor, obtains signatures	Provide signature for proposal	
Submit proposal (with signatures) to internship coordinator by deadline.		Review proposal for final approval of programmatic adherence
<b>During Internship</b>		
<b>Student</b>	<b>Faculty Advisor</b>	<b>Internship Coordinator</b>
Maintain contact with the faculty advisor throughout the internship (no less than once every other week)	Respond to student's contact in an appropriate amount of time	Answer student questions regarding internship
If the faculty advisor cannot be reached, contact the Internship Coordinator	If the student cannot be reached, contact the Internship Coordinator	
Complete Portfolio Products Proposal form and review and submit to faculty advisor	Review and sign Portfolio Products Proposal Form. This form ensures what the student will be submitting for the final grade	
<b>End of Course Deliverables</b>		
<b>Student</b>	<b>Faculty Advisor</b>	<b>Internship Coordinator</b>
Submit the internship time log, internship evaluation, preceptor evaluation, faculty evaluation, and portfolio requirements by the designated deadline in the PHC 6941 Canvas course	Faculty advisor will grade the portfolio products, time log and preceptor evaluation using the rubric	Ensure timely submission of portfolio products, time log and preceptor evaluation; inform faculty advisor whether the Evaluation of Faculty Advisor by Student has been completed
Near completion of the course, student is required to meet with their faculty advisor for an exit interview discuss assessment of Portfolio Products	Conduct an Exit Interview with the student to discuss assessment of Portfolio Products	Verify that the exit interview was conducted

## ACADEMIC REQUIREMENTS AND GRADING

### Topical Outline/Course Schedule

Description of deliverables:

**Formative Evaluation of Student by Preceptor** - This evaluation is to be completed by agency preceptors as an assessment of the students' internship performance. Agency preceptors should complete this survey online via a Qualtrics survey at the mid-point of the semester. The evaluation is not graded but students will receive feedback from the Internship Coordinator on their performance thus far based on the evaluation.

**Portfolio Products** – Portfolio products may include “written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning” (CEPH 2016 Accreditation Criteria). Students must demonstrate attainment of at least three Foundational Competencies and two Concentration Competencies through their portfolio products. Proposed products must be approved in advance by the student's faculty advisor. Portfolio products will be uploaded to Canvas in the Assignments section.

**Written Justification of Portfolio Products** – Students must justify in writing how their portfolio products demonstrate attainment of their selected competencies. The justification should be between 500 and 1500 words and will be submitted in the Assignments section of the Canvas site.

**Exit Interview with Faculty Advisor** – Students must meet with their faculty advisor prior to the last day of class to participate in an exit interview. The student should be prepared to discuss their products and integrate what was learned with public health competencies. This meeting may occur in-person, online, or via phone.

**PHS Time Log** - Students will maintain a record of hours that have been approved to count toward PHS, outside of the internship period, on a time log provided by the program. PHS time logs will be submitted in the Assignments section of the Canvas site.

**PHS Factual Report** - The PHS factual report should briefly describe the PHS activity that was undertaken and how it relates to applied public health. For example, if a student attends a county commission hearing where a health topic was discussed then they should summarize the discussion and reflect on it based upon their own knowledge of the topic. Each PHS factual report should range between 250 and 500 words and will be submitted in the Assignments section of the Canvas site.

**Internship Time Log** – Students will maintain a record of hours worked during the internship on a time log provided by the program. Internship hours with a short description of activities undertaken each work period will be signed by the preceptor. Internship time logs will be submitted in the Assignments section of the Canvas site.

**Internship Factual Report** - The internship factual report should take the form of a narrative

and discuss the activities that were undertaken during the internship. Students will reflect on the internship work plan that they submitted and address the goals, competencies, and tasks outlined in that plan. The factual report will include information on whether or not the task and activities were completed during the internship. If they were not completed, students will discuss the challenges they faced and the alternate routes or methods that were taken. The Internship Factual Report should be between 500 and 1500 words and will be submitted in the Assignments section of the Canvas site.

**Summative Evaluation of Student by Preceptor** - This evaluation is to be completed by agency preceptors as an assessment of the students' internship performance. Agency preceptors should complete this evaluation online via a Qualtrics survey at the end of the semester. The evaluation is not graded but students will receive feedback from the Internship Coordinator on their performance based on the evaluation.

**Evaluation of Internship Site by Student** - This is a PDF form that is to be completed by the student intern as a means to evaluate their internship experience. It will be submitted in the Assignments section of the Canvas site.

**Evaluation of Faculty Advisor by Student** – Students will complete an evaluation of their faculty advisor through a Qualtrics survey. Faculty advisor feedback is de-identified and aggregated annually and then shared with the Department Chair who is asked to provide feedback to the faculty member.

**Electronic Portfolio (e-folio)** - All of the applied practice experiences will be documented in the Student E-Portfolio. The e-folio is simply a collection of the student's work done throughout the program highlighting learning activities, deliverables, and competency attainment. It consists of the summary report, deliverables and evaluation form(s). This will be submitted electronically as an assignment to the internship course.

Due Date	Requirements	Criteria for Satisfactory Grade
Week 4	Portfolio products proposal	Not graded but needs to be signed by both student and faculty advisor
Midpoint of the semester	Formative Evaluation of Student by Preceptor (sent to preceptor by program staff)	Not graded but feedback will be shared with student
Week 14	Portfolio Product 1 with written justification	See rubric; Must achieve "Achievement Level 3"
Week 14	Portfolio Product 2 with written justification	See rubric; Must achieve "Achievement Level 3"
Ongoing	E-folio	Not graded but feedback will be shared with student

Due within one week after the start of the internship course semester	PHS Time Log via e-folio	See rubric; Must achieve "Achievement Level 3"
Due within one week after the start of the internship course semester	PHS Factual Report via e-folio	See rubric; Must achieve "Achievement Level 3"
Last day of classes in the PHC 6941 Applied Practice Experience course semester	Internship Time Log	See rubric; Must achieve "Achievement Level 3"
Last day of classes in the PHC 6941 Applied Practice Experience course semester	Internship Factual Report	See rubric; Must achieve "Achievement Level 3"
Last day of classes in the PHC 6941 Applied Practice Experience course semester	Summative Evaluation of Student by Preceptor (sent to preceptor by program staff)	Not graded but feedback will be shared with student
Last day of classes in the PHC 6941 Applied Practice Experience course semester	Evaluation of Internship Site by Student	Not graded
Last day of classes in the PHC 6941 Applied Practice Experience course semester	Evaluation of Faculty Advisor by Student	Not graded but feedback will be shared with advisor

## The MPH APE Student Learning Outcomes

The core and concentration competencies that students must meet in the attainment of their Master of Public health degree can be distilled into four universal categories of student learning outcome (SLO) that provide flexibility for the evaluation of the artifacts and evidence of student growth and attainment produced as a result of internship.

Table 1. MPH APE Student Learning Outcomes

<b>SLO Category</b>	<b>UF Definition</b>	<b>CEPH Competency Cluster(s)</b>
<b>Content</b>	Content is knowledge of the terminology, concepts, methodologies, and theories used within the subject area.	Evidence-based Approaches to Public Health Concentration Competencies
<b>Critical Thinking</b>	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Planning & Management to Promote Health Policy in Public Health Systems Thinking Concentration Competencies
<b>Communication</b>	Communication is the development and expression of ideas in written and oral forms.	Communication
<b>Connection</b>	Connection is the meaningful integration and application of student learning to the student's life and work.	Leadership Inter-professional Practice

## Assignment Types

Based on the work of the UF Quest Assessment Task Force, the MPH program has adopted five types of assignments that are common in graduate education for the assessment of the MPH APE Student Learning Outcomes. These are:

- *Presentation* – a speech or a talk in which a new product, idea, or piece of work is shown and explained to an audience.
- *Paper* – a written work of specified length on a topic, in one of several forms, e.g. research paper, essay, article, opinion, etc.
- *Project* – a planned undertaking, usually in the form of a response to a task or problem engaged in by students.
- *Reflection* – a written statement arising from serious thought or consideration given to the examination and exploration of how the writer has changed, developed, or grown from experience or interaction with some subject matter, idea, or purpose.

*(The UF Quest Assessment Task Force, 2020)*

These assignments produce student work, sometimes referred to as artifacts, that faculty assess for grading purposes. While the faculty establish their own criteria for assignment grading, the MPH APE pilot assessment rubrics provide the framework for the evaluation.

Table 2. Achievement level descriptions

Achievement Level	Interpretation
4	The student work is exceptional, above and beyond the target, and exceeds faculty expectations.
3 (Target)	Work that meets faculty expectations.
2	Achievement is near the target, lacking important details or connections to reach faculty expectations.
1	Achievement is below the target, absent or missing significant elements

**Grading: S/U** (Satisfactory or Unsatisfactory Grade)

Letter Grade	I	NG	S-U
Grade Points	0.0	0.0	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

### **Course Materials and Technology**

**Text:** None Required

**Additional Readings:** None Required

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

### **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

#### **Communication Guidelines**

Students are expected to discuss and agree upon the best format for their portfolio project in advance with their faculty advisor. Students completing internship hours are expected to consult with their faculty advisors at least once every other week and with their preceptors weekly as they develop their portfolio products. At a minimum, students should have a meeting with the faculty monthly to evaluate progress and decide on subsequent meetings.

#### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

***“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”***

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

***“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”***

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Faculty Advisor Evaluation Process**

Students are expected to provide feedback on the quality of advising during their time in the MPH program. The evaluation is completed via Qualtrics. This survey is shared using aggregate data, it is not shared individually. The Internship Coordinator and the MPH Program Director are the only people who have access to your responses.

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center:  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

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## **INCLUSIVE LEARNING ENVIRONMENT**

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

## Forms

The Master of Public Health Website is full of valuable information for students and preceptors, including forms. Below is a list of forms that will be used during the course of the internship. The website can be found at <https://mph.ufl.edu/current-students/current-cohort/forms/>

[Internship Proposal Form](#)

[Portfolio Products Proposal Form](#)

[Internship Evaluation](#)

[Internship Time Log](#)

[Preceptor Evaluation](#)

## Frequently Asked Questions

### 1. What is Applied Practice Experience (APE)?

Applied Practice Experience, also known as APE, is made up of Public Health Service (PHS) hours and Internship. APE is an opportunity for each student to work in a public health setting with a public health agency or organization. PHS hours are typically attained at various sites with a limited amount of time dedicated to each site whereas, internship is typically held at one site which offers meaningful, practical work related to a student's field of study or career interest. Students will have the ability to work with minimal supervision to apply [public health competencies](#) acquired in the classroom setting to public health practice through experiential activities.

### 2. What are the APE requirements?

All 48 credit hour students are required to complete 50 PHS contact hours and 150 internship hours. All 42 credit hour students are required to complete 150 internship hours. During the semester in which they are registered for PHC 6941 Applied Practice Experience, all MPH students must create at least two portfolio products.

### 3. What are the requirements for the portfolio products?

During the semester in which they are registered for PHC 6941 Applied Practice Experience, all MPH students must create and submit at least two portfolio products with a public health agency or organization that demonstrate achievement of at least five Public Health Competencies, of which at least three must be Foundational Competencies (see above, and MPH handbook) and two must be concentration competencies (see MPH handbook for concentration competencies).

### 4. My internship portfolio product is the result of a project that I worked on with a classmate. Can we both submit the same product?

Internship portfolio products can develop from several experiences. Each student must present documentation demonstrating individual competency attainment, even if the portfolio product was developed as part of a group experience

### 5. I have selected two wonderful internship portfolio products. Do they need to be approved before I start working on them?

Yes, approval is needed. All proposed portfolio products must be approved in advance by the student's faculty advisor.

### 6. What type of experiences are approved for PHS?

50 hours of Applied Practice Experience may include experiences gained through a public health service learning course or public health study abroad course, public health service and volunteer activities organized by a student association, participation in Interprofessional Learning in Healthcare (required), participation in Afternoon of Learning (required for campus students), Common Reader Book Discussion (required for campus students), participation on a Putting Families First team, participation in the Clarion Competition, participation in the Global Health Case Competition, attending

a city or county agency meeting when a public health issue is on the agenda, serving as a board member for a public health agency, and other experiences as approved by the faculty advisor and MPH Internship Coordinator.

7. Can a faculty member serve as my internship preceptor?

Yes. The preceptor must be a practicing public health professional who meets the following educational/professional criteria: - MPH (or equivalent degree) plus three years professional public health experience, or at least five years of professional public health experience.

8. Can I complete internship at my place of employment?

To ensure the development of competencies in a variety of public health settings, this is not recommended. The MPH may approve an internship in settings in which students are employed, provided certain safeguards can be established to preserve the educational quality of the learning experience. The student must be assigned duties different from those regularly performed as an employee. The student must have assignments that are applicable to public health core and concentration area and assignments that offer opportunities for new experiences and learning. Additionally, the student must be assigned to a different department or program and/or to a supervisor other than their employment supervisor to oversee the internship.

9. What the requirements for my preceptor?

The preceptor must have an academic background (graduate-level degree), understand public health, and have time to devote to the student.

10. Can I complete my internship in more than one setting?

Yes. Students can complete their internship in more than one setting as long as the organizations and sites have been approved by the student's faculty advisor and internship coordinator, and will allow student to complete a minimum of two portfolio products.

11. Can I get paid for my internship?

Paid internships may be available in your community, but this will depend on whether the agency you are working with permits payment of interns and if it has funds available for an intern.